DOCUMENT RESUME

ED 265 764 HE 019 007

AUTHOR Dieterich, Dan
TITLE The Assessment of Need for Administrative Development on a University Campus: A Report.
PUB DATE [86]
NOTE 37p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrators; *College Administration; Higher Education; Information Needs; Interpersonal Competence; Job Skills; Knowledge Level; Language Skills; Leadership Training; *Management Development; *Needs Assessment; *Professional Continuing Education; Questionnaires; *Skill Development; Supervisory Training
IDENTIFIERS *University of Wisconsin Stevens Point

ABSTRACT

Professional development needs of administrators at the University of Wisconsin-Stevens Point (UWSP) were assessed. A survey was administered to determine topics that administrators needed to know, how knowledgeable they were on these topics, and topics they wanted to learn more about to improve their administrative performance. Of 134 administrators, 103 rated 89 topics and identified the college or division in which they worked. The respondents felt they would benefit from administrative development in eight areas: leadership skills, listening, reading quickly and with good comprehension, writing effectively, delegating effectively, interpersonal skills, administrative roles, and stress management. This information was derived by caculating need scores, knowledge scores, and importance scores. The 23 most important topics and the 23 topics of greatest need are listed in rank order. Mean importance, knowledge, and need scores are indicated for specific activities in the following areas: writing, speaking, listening, reading, interpersonal skills, self-development, meetings management, education techniques, time management, stress management, budgeting, leadership, motivation, career counseling, delegation, staffing, productivity, conflict counseling, team building, decision-making/problem-solving, objectives, and administrative role. The questionnaire is appended. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED265764

THE ASSESSMENT OF NEED FOR ADMINISTRATIVE DEVELOPMENT ON A UNIVERSITY CAMPUS: A REPORT

by

Dan Dieterich

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dan Dieterich

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

HE 019 007

university of wisconsin/stevens point • stevens point, wisconsin 54481

January 11, 1986

Dear ERIC User:

In the pages that follow, you will find a report on a needs assessment survey which I conducted of administrators on the University of Wisconsin-Stevens Point campus. I share it with you in the hope that it will help you in writing a questionnaire and conducting a similar survey on your own campus.

A convincing argument could be made for the case that college and university administrators are the best educated managers in all of American society, since most have one or more advanced degrees. However, an equally convincing argument could be made for the case that they are the worst educated managers in all of American society, since their advanced degrees are often in fields other than educational management and since most receive little on the job training to help them maintain and enhance their administrative skills.

I conducted my survey to help improve administrative development on my campus. I submit this report to the ERIC System in the hope it will accomplish this same purpose on your campus.

Dan Dieterich

Dan Dieterich
English Department
University of Wisconsin-Stevens Point

TABLE OF CONTENTS

Introduction..... 1

History of the Project..... 2

Response Frequencies by UWSP College or Division..... 3

The Relative Importance of
Administrative Development Topics..... 4

The Need for Administrative Development..... 5

Conclusions..... 6

Recommendations..... 8

Mean Importance, Knowledge and Need Scores..... 9

The Survey Instrument.....19

Sample Survey Response Frequencies.....29

INTRODUCTION

In order for an organization to succeed, those who lead it must know what they are doing. This is obvious enough in business and industry, where success is easily measured in terms of profit and loss. Here at the University of Wisconsin-Stevens Point, however, we have less tangible measures of our success. Ultimately, we can measure it only by the extent to which our students learn and are inspired on our campus. However, to achieve this success--to create that inspirational and educational environment--it is no less true that teachers and administrators alike must be competent professionals. And to maintain that competency requires ongoing professional development.

Administrators develop their professional competency by reading professional books and journals, joining professional associations and attending conferences. However, given the current information explosion and the press of daily administrative responsibilities, administrators might well see a need for additional opportunities for professional development.

With this survey, I attempted to determine--

* What UWSP administrators felt were the most important topics for them to know about in order to succeed in their work,

* How knowledgeable they felt they were on these topics, and hence

* What topics they wanted to learn more about in order to improve their administrative performance.

History of the Project

In September 1985 UWSP Vice Chancellor Irving Buchen asked me to conduct a survey to determine the needs of UWSP administrators for professional development. Marg Coker, who had recently conducted a similar survey of managers at Sentry Insurance headquarters, was gracious enough to give me a copy of the instrument she had distributed. Using this as a model, I developed a rough draft of a questionnaire for use on the UWSP campus. With the good counsel and advice of Richard Behm, Irving Buchen, Susan Casper, Dick Choyke, Dick Judy, and Jay Poutinen, I edited this questionnaire into its final form.

After a month's delay due to a fruitless attempt to find OP-SCAN forms which could handle the questionnaire and be read by our scanner, I compiled a list of 134 administrators on our campus. On November 7, 1985, I used interoffice mail to send each of the 134 a copy of the nine-page questionnaire along with instructions on how to complete it and an envelope in which to return it to me. On the form, respondents were asked to indicate--

* In which division of UWSP they worked,

* How much they knew about 89 topics, and

* How important they felt each of these 89 topics was to their work at UWSP.

It is a tribute to those surveyed that, despite the substantial length of the questionnaire, 103 UWSP administrators completed and returned it, with no prodding or follow-up by me.

Over the break between first and second semester, Tom Neuhauser, an Applications Software Specialist with UWSP's Academic Computing Services, designed the statistical analyses for use with SPSS (Statistical Package for the Social Sciences), and I used a keyboard to input the survey data on UWSP's Burroughs 6900 mainframe computer.

In the following report you will find the fruits of this labor: The findings of the first comprehensive needs assessment performed at UWSP on the subject of administrative development.

RESPONSE FREQUENCIES BY UWSP COLLEGE OR DIVISION

Of the 134 questionnaires distributed to administrators at the University of Wisconsin-Stevens Point, 103 usable questionnaires were returned, a 77% response rate. This is the frequency of response by UWSP college or division, as indicated by the respondents themselves.

1. Student Life.....24 respondents

2. Business Affairs.....15 respondents

3. Academic Affairs.....13 respondents

4. University Relations.....9 respondents

5. Academic Support Programs.....7 respondents

   College of Letters & Science.....7 respondents

   College of Natural Resources.....7 respondents

   College of Professional Studies.....7 respondents

6. College of Fine Arts.....5 respondents

7. Cabinet or Affirmative Action.....4 respondents

8. UW Extension.....2 respondents

9. Graduate College.....1 respondent

10. Physical Plant.....1 respondent

11. National Wellness Institute.....1 respondent

THE RELATIVE IMPORTANCE OF ADMINISTRATIVE DEVELOPMENT TOPICS

What are the topics which UWSP administrators reported as most important for their work? The 103 respondents indicated the importance they gave to each of the 89 topics listed. Here are the 23 they cited as being most important, in rank order according to mean Importance score:

1. Being sensitive to the needs of employees/students.
   [Mean Importance score = 4.535]
2. Knowing how to initiate needed change.
   [Mean Importance score = 4.431]
3. Helping employees feel their work is important.
   [Mean Importance score = 4.417]
4. Building your leadership skills.
   [Mean Importance score = 4.406]
5. Responding well to complaints.
   [Mean Importance score = 4.402]
6. Writing effective letters and memos.
   [Mean Importance score = 4.373]
7. Deciding which tasks are most important.
   [Mean Importance score = 4.369]
8. Knowing what constitutes effective leadership.
   [Mean Importance score = 4.366]
9. Working well with others' personality styles.
   [Mean Importance score = 4.363]
10. Reading with good comprehension.
    [Mean Importance score = 4.353]
11. Understanding what motivates people to work effectively.
    [Mean Importance score = 4.330]
12. Understanding the scope of your admin. responsibility.
    [Mean Importance score = 4.307]
13. Knowing how to delegate effectively.
    [Mean Importance score = 4.287]
14. Using active listening techniques.
    [Mean Importance score = 4.275]
15. Understanding the complexities of listening.
    [Mean Importance score = 4.252]
16. Knowing how reward systems affect employees' work.
    [Mean Importance score = 4.245]
17. Knowing how your unit fits into the UWSP operation.
    [Mean Importance score = 4.228]
18. Justifying budget requests.
    [Mean Importance score = 4.225]
19. Recognizing barriers to listening.
    [Mean Importance score = 4.214]
20. Knowing how to establish accountability for tasks.
    [Mean Importance score = 4.178]
21. Recognizing factors which contribute to stress.
    [Mean Importance score = 4.167]
22. Determining the causes of problems.
    [Mean Importance score = 4.160]
23. Knowing how to reduce stress levels.
    [Mean Importance score = 4.157]

THE NEED FOR ADMINISTRATIVE DEVELOPMENT

On what topics do UWSP administrators feel they have the greatest need for development? To determine this, the computer subtracted each respondent's Knowledge score from her or his Importance score on each question and averaged these Need scores for each of the 89 questions. Here are 23 topics of greatest need, as determined by this method:

1. Writing well using microcomputers.
   [Mean Need score = 1.155]
2. Using active listening techniques.
   [Mean Need score = 1.029]
3. Recognizing barriers to listening.
   [Mean Need score = 0.961]
4. Reading quickly.
   [Mean Need score = 0.903]
5. Building your leadership skills
   [Mean Need score = 0.861]
6. Understanding the complexities of listening
   [Mean Need score = 0.854]
7. Using conflicts to best advantage
   [Mean Need score = 0.847]
8. Increasing employee productivity.
   [Mean Need score = 0.832]
9. Efficiently monitoring assigned tasks.
   [Mean Need score = 0.812]
10. Knowing how to establish accountability for tasks.
    [Mean Need score = 0.802]
11. Knowing how to delegate effectively.
    [Mean Need score = 0.762]
12. Writing effective proposals.
    [Mean Need score = 0.716]
13. Developing measures of productivity.
    [Mean Need score = 0.703]
14. Recognizing and controlling common time wasters.
    [Mean Need score = 0.700]
15. Understanding what motivates people to work effectively.
    [Mean Need score = 0.689]
16. Knowing what constitutes effective leadership.
    [Mean Need score = 0.683]
17. Dealing with employees' personal problems which affect work.
    [Mean Need score = 0.677]
18. Knowing how to reduce stress levels.
    [Mean Need score = 0.676]
19. Responding well to complaints.
    [Mean Need score = 0.657]
20. Having employees keep you informed on work progress.
    [Mean Need score = 0.653]
21. Knowing how reward systems affect employees' work.
    [Mean Need score = 0.637]
22. Avoiding destructive conflicts.
    [Mean Need score = 0.630]
23. Knowing how to initiate needed change.
    [Mean Need score = 0.618]

CONCLUSIONS

Respondents to this survey identified no single topic as being both of highest importance and highest need for them to succeed at UWSP. However, by combining both their mean Need scores and mean Importance scores, one can clearly see that the 103 UWSP administrators felt that they would particularly benefit from administrative development in eight areas. From this I conclude that these are the eight areas in which UWSP should concentrate its administrative development efforts.

Please note that in the paragraphs which follow, I will refer to the rank order of mean Importance scores for the various topics as I1, I2, I3, etc. and the rank order of mean Need scores for these same topics as N1, N2, N3, etc.

1. Leadership Skills--Although not the highest ranking topic in either Importance or Need, this is definitely the highest ranking topic when these measures are considered together. "Building your leadership skills" was ranked I4 and N5, and "Knowing what constitutes effective leadership" was ranked I8 and N16. As the leaders of the UWSP campus, our administrators view leadership skills as most important, and also see a need to develop their skills in this area further.

2. Listening--"Using active listening techniques" was ranked I14 and N2; "Recognizing barriers to listening" was ranked I19 and N3; and "Understanding the complexities of listening" was ranked I15 and N6. Such high rankings on all three of these aspects of listening indicate that administrators see the development of their listening skills as critically important.

3. Reading--Although respondents saw little need for improving their proofreading efficiency, they saw a substantial need for "Reading quickly," (N4) and they ranked "Reading with good comprehension" as very important (I10). This suggests that a program to develop administrators' reading speed and comprehension is needed.

4. Writing--"Writing effective letters and memos" was ranked high in importance (I6) but did not receive a high Need rank. Since some 60 administrators have recently taken the Administrative Writing Program, they might well feel their need for additional training is low. Those who have not yet taken that program, however, should have the opportunity to do so. "Writing well using microcomputers" was the highest ranked item in Need (N1) and "Writing effective proposals" also ranked high in Need (N12); neither ranked high in Importance. Both may be appropriate for adminstrative seminars or workshops.

5. Delegation--Respondents indicated a concern about two topics in this category. "Knowing how to delegate effectively" was ranked I13 and N11, while "Knowing how to establish accountability for tasks" was ranked I20 and N10. This is not surprising, since delegation is an important leadership skill, and they indicated a major concern about that topic.

6. Interpersonal Skills--Several items in this category received high rankings. "Being sensitive to the needs of employees/ students" received the highest Importance ranking (I1), and "Working well with others' personality styles" was ranked I9, but both received low Need scores. "Understanding what motivates people to work effectively" was ranked I11 and N15. A program on interpersonal skills is therefore indicated.

7. Administrative Role--"Knowing how to initiate needed change" received scores of I2 and N23. Administrative development on this topic would valuable. ["Knowing how your unit fits into the UWSP operation" received a rank of I17, but this was one of the very few topics to receive a **negative** Need score. UWSP administrators obviously feel well acquainted with this topic.]

8. Stress Management--"Knowing how to reduce stress levels" received ranks of I23 and N18. "Recognizing factors which contribute to stress" was ranked I21, although it did not have a high Need ranking. From this I conclude that a workshop in stress management might be well attended.

RECOMMENDATIONS

I recommend that UWSP establish an Administrative Development Committee and authorize funding for an ongoing, comprehensive Administrative Development Program.

The Administrative Development Committee would formulate a development program based on the findings of this survey and other relevant information. Such a program might involve opportunities for UWSP administrators to--

* Attend workshops on our campus which would meet the needs they have identified,

* Take UWSP courses relevant to their jobs, and

* Attend off-campus programs or programs at other UW campuses.

On-campus instruction for administrative workshops could be provided by UWSP faculty and staff as well as by human resource development professionals from the business community. If we decide to use the latter source of expertise, we could benefit from our ties with the Central Wisconsin Chapter of the American Society for Training and Development.

The goal of an effective, efficient Administrative Development Program would be simply to ensure that our administrators maintain and enhance their professional competency so that our students may receive the best education possible. The Administrative Development Survey identified development needs in a variety of areas. I urge that we respond by meeting the needs we've identified in order to more fully benefit from the contributions of our administrators and so continue to meet our institution's objectives.

MEAN IMPORTANCE, KNOWLEDGE AND NEED SCORES*

I. WRITING

Writing effective reports
- Mean Importance score: 4.039 (102 respondents)
- Mean Knowledge score: 3.598 (102 respondents)
- Mean Need score: 0.441

Writing effective proposals
- Mean Importance score: 3.696 (102 respondents)
- Mean Knowledge score: 2.980 (102 respondents)
- Mean Need score: 0.716

Writing effective letters and memos
- Mean Importance score: 4.373 (102 respondents)
- Mean Knowledge score: 3.792 (101 respondents)
- Mean Need score: 0.574

Writing well for publication
- Mean Importance score: 3.079 (101 respondents)
- Mean Knowledge score: 2.882 (101 respondents)
- Mean Need score: 0.188

Preparing effective graphs, charts and tables
- Mean Importance score: 3.267 (101 respondents)
- Mean Knowledge score: 2.942 (103 respondents)
- Mean Need score: 0.327

Writing well using microcomputers
- Mean Importance score: 3.268 (97 respondents)
- Mean Knowledge score: 2.130 (100 respondents)
- Mean Need score: 1.155

Dictating efficiently
- Mean Importance score: 2.529 (102 respondents)
- Mean Knowledge score: 2.431 (102 respondents)
- Mean Need score: 0.098

Helping others with their writing
- Mean Importance score: 2.824 (102 respondents)
- Mean Knowledge score: 2.873 (102 respondents)
- Mean Need score: -0.049

* Please note: The mean Need score was **not** obtained simply by subtracting the mean Knowledge score from the mean Importance score. Rather, each respondent's Knowledge score was subtracted from her or his Importance score for each topic, and the mean of these was computed to obtain the mean need score for each topic.

II. SPEAKING

Making effective oral presentations
Mean Importance score: 4.117 (103 respondents)
Mean Knowledge score: 3.641 (103 respondents)
Mean Need score: 0.476

Conducting effective interviews
Mean Importance score: 3.961 (103 respondents)
Mean Knowledge score: 3.592 (103 respondents)
Mean Need score: 0.369

Using visual aids effectively in oral presentations
Mean Importance score: 3.408 (103 respondents)
Mean Knowledge score: 3.049 (103 respondents)
Mean Need score: 0.359

III. LISTENING

Understanding the complexities of listening
Mean Importance score: 4.252 (103 respondents)
Mean Knowledge score: 3.398 (103 respondents)
Mean Need score: 0.854

Recognizing barriers to listening
Mean Importance score: 4.214 (103 respondents)
Mean Knowledge score: 3.252 (103 respondents)
Mean Need score: 0.961

Using active listening techniques
Mean Importance score: 4.275 (102 respondents)
Mean Knowledge score: 3.245 (102 respondents)
Mean Need score: 1.029

IV. READING

Reading with good comprehension
Mean Importance score: 4.353 (102 respondents)
Mean Knowledge score: 3.873 (102 respondents)
Mean Need score: 0.480

Reading quickly
Mean Importance score: 4.000 (103 respondents)
Mean Knowledge score: 3.097 (103 respondents)
Mean Need score: 0.903

Proofreading efficiently
Mean Importance score: 3.804 (102 respondents)
Mean Knowledge score: 3.343 (102 respondents)
Mean Need score: 0.461

V. INTERPERSONAL SKILLS

Being assertive in expressing and meeting your needs
Mean Importance score: 4.099 (101 respondents)
Mean Knowledge score: 3.833 (102 respondents)
Mean Need score: 0.260

Working well with others' personality styles
Mean Importance score: 4.363 (102 respondents)
Mean Knowledge score: 3.942 (103 respondents)
Mean Need score: 0.422

Being sensitive to the needs of employees/students
Mean Importance score: 4.535 (101 respondents)
Mean Knowledge score: 4.049 (103 respondents)
Mean Need score: 0.485

Responding well to complaints
Mean Importance score: 4.402 (102 respondents)
Mean Knowledge score: 3.757 (103 respondents)
Mean Need score: 0.657

VI. SELF-DEVELOPMENT

Setting goals to reach your objectives
Mean Importance score: 4.098 (102 respondents)
Mean Knowledge score: 3.725 (102 respondents)
Mean Need score: 0.373

Knowledge of services open to you at UWSP
Mean Importance score: 3.757 (103 respondents)
Mean Knowledge score: 3.573 (103 respondents)
Mean Need score: 0.184

Knowledge of education programs outside UWSP
Mean Importance score: 3.216 (102 respondents)
Mean Knowledge score: 2.980 (102 respondents)
Mean Need score: 0.235

VII. MEETINGS

Planning effective meetings
Mean Importance score: 4.059 (102 respondents)
Mean Knowledge score: 3.608 (102 respondents)
Mean Need score: 0.451

Conducting successful meetings
Mean Importance score: 4.127 (102 respondents)
Mean Knowledge score: 3.549 (102 respondents)
Mean Need score: 0.578

VIII. EDUCATION TECHNIQUES

Determining needs of employees
Mean Importance score: 4.060 (100 respondents)
Mean Knowledge score: 3.564 (101 respondents)
Mean Need score: 0.500

Understanding the principles of learning
Mean Importance score: 3.762 (101 respondents)
Mean Knowledge score: 3.592 (101 respondents)
Mean Need score: 0.168

Using good teaching techniques
Mean Importance score: 3.840 (100 respondents)
Mean Knowledge score: 3.65 (101 respondents)
Mean Need score: 0.222

Using audio-visual equipment effectively
Mean Importance score: 3.392 (102 respondents)
Mean Knowledge score: 3.069 (102 respondents)
Mean Need score: 0.324

Evaluating employees' learning and abilities
Mean Importance score: 3.859 (99 respondents)
Mean Knowledge score: 3.270 (100 respondents)
Mean Need score: 0.602

IX. TIME MANAGEMENT

Deciding which tasks are most important
Mean Importance score: 4.369 (103 respondents)
Mean Knowledge score: 4.049 (103 respondents)
Mean Need score: 0.320

Using work space efficiently
Mean Importance score: 3.860 (100 respondents)
Mean Knowledge score: 3.500 (102 respondents)
Mean Need score: 0.380

Recognizing and controlling common time wasters
Mean Importance score: 4.150 (100 respondents)
Mean Knowledge score: 3.465 (101 respondents)
Mean Need score: 0.700

X. STRESS MANAGEMENT

Recognizing factors which contribute to stress
Mean Importance score: 4.167 (102 respondents)
Mean Knowledge score: 3.686 (102 respondents)
Mean Need score: 0.480

Knowing how to reduce stress levels
Mean Importance score: 4.157 (102 respondents)
Mean Knowledge score: 3.480 (102 respondents)
Mean Need score: 0.676

Knowing how to relieve pressure off the job
Mean Importance score: 4.059 (102 respondents)
Mean Knowledge score: 3.657 (102 respondents)
Mean Need score: 0.402

XI. BUDGETING

Preparing budgets for your area
Mean Importance score: 4.029 (102 respondents)
Mean Knowledge score: 3.588 (102 respondents)
Mean Need score: 0.441

Using your budget to meet your objectives
Mean Importance score: 4.108 (102 respondents)
Mean Knowledge score: 3.755 (102 respondents)
Mean Need score: 0.353

Justifying budget requests
Mean Importance score: 4.225 (102 respondents)
Mean Knowledge score: 3.735 (102 respondents)
Mean Need score: 0.490

XII. LEADERSHIP

Knowing what constitutes effective leadership
Mean Importance score: 4.366 (101 respondents)
Mean Knowledge score: 3.676 (102 respondents)
Mean Need score: 0.683

Building your leadership skills
Mean Importance score: 4.406 (101 respondents)
Mean Knowledge score: 3.545 (101 respondents)
Mean Need score: 0.861

XIII. MOTIVATION

Understanding what motivates people to work effectively
Mean Importance score: 4.330 (103 respondents)
Mean Knowledge score: 3.641 (103 respondents)
Mean Need score: 0.689

Helping employees feel their work is important
Mean Importance score: 4.417 (103 respondents)
Mean Knowledge score: 3.825 (103 respondents)
Mean Need score: 0.592

Knowing how reward systems affect employees' work
Mean Importance score: 4.245 (102 respondents)
Mean Knowledge score: 3.608 (102 respondents)
Mean Need score: 0.637

XIV. CAREER COUNSELING

Assisting employees in planning careers
Mean Importance score: 3.396 (101 respondents)
Mean Knowledge score: 3.020 (102 respondents)
Mean Need score: 0.376

Recognizing the potential of employees
Mean Importance score: 4.010 (100 respondents)
Mean Knowledge score: 3.610 (100 respondents)
Mean Need score: 0.414

Being aware of employment opportunities
Mean Importance score: 3.480 (98 respondents)
Mean Knowledge score: 3.111 (99 respondents)
Mean Need score: 0.388

XV. DELEGATION

Knowing how to delegate effectively
Mean Importance score: 4.287 (101 respondents)
Mean Knowledge score: 3.525 (101 respondents)
Mean Need score: 0.762

Knowing how to establish accountability for tasks
Mean Importance score: 4.178 (101 respondents)
Mean Knowledge score: 3.376 (101 respondents)
Mean Need score: 0.802

Efficiently monitoring assigned tasks
Mean Importance score: 4.079 (101 respondents)
Mean Knowledge score: 3.267 (101 respondents)
Mean Need score: 0.812

Having employees keep you informed on work progress
Mean Importance score: 4.020 (101 respondents)
Mean Knowledge score: 3.366 (101 respondents)
Mean Need score: 0.653

XVI. STAFFING

Understanding selection standards
Mean Importance score: 3.703 (101 respondents)
Mean Knowledge score: 3.644 (101 respondents)
Mean Need score: 0.059

Designing position descriptions
Mean Importance score: 3.683 (101 respondents)
Mean Knowledge score: 3.525 (101 respondents)
Mean Need score: 0.158

Preparing people to move into vacated jobs
Mean Importance score: 3.182 (99 respondents)
Mean Knowledge score: 3.000 (100 respondents)
Mean Need score: 0.162

Evaluating application information
Mean Importance score: 3.680 (100 respondents)
Mean Knowledge score: 3.620 (100 respondents)
Mean Need score: 0.060

Understanding Affirmative Action and Equal Employment Opportunity
Mean Importance score: 3.710 (100 respondents)
Mean Knowledge score: 3.670 (100 respondents)
Mean Need score: 0.040

XVII. PRODUCTIVITY

Developing measures of productivity
Mean Importance score: 3.851 (101 respondents)
Mean Knowledge score: 3.149 (101 respondents)
Mean Need score: 0.703

Understanding variables that affect productivity
Mean Importance score: 3.911 (101 respondents)
Mean Knowledge score: 3.297 (101 respondents)
Mean Need score: 0.614

Increasing employee productivity
Mean Importance score: 4.089 (101 respondents)
Mean Knowledge score: 3.257 (101 respondents)
Mean Need score: 0.832

XVIII. CONFLICT COUNSELING

Resolving conflicts between employees
Mean Importance score: 3.980 (101 respondents)
Mean Knowledge score: 3.480 (102 respondents)
Mean Need score: 0.495

Using conflicts to best advantage
Mean Importance score: 3.735 (98 respondents)
Mean Knowledge score: 2.869 (99 respondents)
Mean Need score: 0.847

Dealing with employees' personal problems which affect work
Mean Importance score: 3.768 (99 respondents)
Mean Knowledge score: 3.119 (101 respondents)
Mean Need score: 0.677

Avoiding desctructive conflicts
Mean Importance score: 3.870 (100 respondents)
Mean Knowledge score: 3.240 (100 respondents)
Mean Need score: 0.630

Dealing with sexual harassment complaints
Mean Importance score: 3.724 (98 respondents)
Mean Knowledge score: 3.245 (98 respondents)
Mean Need score: 0.480

Dealing with employee relations complaints
Mean Importance score: 3.818 (99 respondents)
Mean Knowledge score: 3.293 (99 respondents)
Mean Need score: 0.525

XIX. DECISION MAKING/PROBLEM SOLVING

Determining the causes of problems
Mean Importance score: 4.160 (100 respondents)
Mean Knowledge score: 3.723 (101 respondents)
Mean Need score: 0.440

Selecting and testing alternative solutions
Mean Importance score: 4.020 (100 respondents)
Mean Knowledge score: 3.574 (101 respondents)
Mean Need score: 0.450

Implementing the selected solution
Mean Importance score: 3.980 (99 respondents)
Mean Knowledge score: 3.683 (101 respondents)
Mean Need score: 0.313

Knowing how economic, legal and political factors affect your decisions
Mean Importance score: 3.703 (101 respondents)
Mean Knowledge score: 3.340 (100 respondents)
Mean Need score: 0.390

Choosing control methods that give your timely information
Mean Importance score: 3.680 (100 respondents)
Mean Knowledge score: 3.091 (99 respondents)
Mean Need score: 0.616

XX. TEAM BUILDING

How team building helps meet objectives
- Mean Importance score: 3.882 (102 respondents)
- Mean Knowledge score: 3.412 (102 respondents)
- Mean Need score: 0.471

Coordinating team make-up
- Mean Importance score: 3.745 (102 respondents)
- Mean Knowledge score: 3.265 (102 respondents)
- Mean Need score: 0.480

Building teams across various functions
- Mean Importance score: 3.549 (102 respondents)
- Mean Knowledge score: 2.951 (102 respondents)
- Mean Need score: 0.598

Understanding the behavior of groups
- Mean Importance score: 3.755 (102 respondents)
- Mean Knowledge score: 3.363 (102 respondents)
- Mean Need score: 0.392

XXI. OBJECTIVES

Deciding on appropriate objectives
- Mean Importance score: 4.039 (102 respondents)
- Mean Knowledge score: 3.794 (102 respondents)
- Mean Need score: 0.245

Writing effective objectives
- Mean Importance score: 3.853 (102 respondents)
- Mean Knowledge score: 3.510 (102 respondents)
- Mean Need score: 0.343

Selecting alternatives to meet objectives
- Mean Importance score: 3.794 (102 respondents)
- Mean Knowledge score: 3.539 (102 respondents)
- Mean Need score: 0.255

Establishing control mechanisms (budgets, reports, etc.)
- Mean Importance score: 3.814 (102 respondents)
- Mean Knowledge score: 3.324 (102 respondents)
- Mean Need score: 0.490

Monitoring control mechanisms
- Mean Importance score: 3.549 (102 respondents)
- Mean Knowledge score: 3.137 (102 respondents)
- Mean Need score: 0.412

Planning resources to meet objectives
- Mean Importance score: 3.892 (102 respondents)
- Mean Knowledge score: 3.500 (102 respondents)
- Mean Need score: 0.392

XXII. ADMINISTRATIVE ROLE

Understanding the scope of your administrative responsibility
- Mean Importance score: 4.307 (101 respondents)
- Mean Knowledge score: 4.098 (102 respondents)
- Mean Need score: 0.198

Knowing how your unit fits into the UWSP operation
- Mean Importance score: 4.228 (101 respondents)
- Mean Knowledge score: 4.304 (102 respondents)
- Mean Need score: -0.069

Knowing how to initiate needed change
- Mean Importance score: 4.431 (102 respondents)
- Mean Knowledge score: 3.814 (102 respondents)
- Mean Need score: 0.618

Knowing your role as a developer of employees
- Mean Importance score: 3.960 (101 respondents)
- Mean Knowledge score: 3.515 (101 respondents)
- Mean Need score: 0.446

Fitting your management philosophy into that of UWSP
- Mean Importance score: 3.950 (100 respondents)
- Mean Knowledge score: 3.406 (101 respondents)
- Mean Need score: 0.550

Choosing the correct means to communicate with employees
- Mean Importance score: 4.110 (100 respondents)
- Mean Knowledge score: 3.554 (101 respondents)
- Mean Need score: 0.550

Understanding how to use personnel forms
- Mean Importance score: 3.270 (100 respondents)
- Mean Knowledge score: 3.110 (100 respondents)
- Mean Need score: 0.160

Understanding UWSP policies regarding personnel practices
- Mean Importance score: 3.594 (101 respondents)
- Mean Knowledge score: 3.168 (101 respondents)
- Mean Need score: 0.426

university of wisconsin/stevens point • stevens point, wisconsin 54481

MEMO

Date: November 7, 1985

To:

From: Dan Dieterich,
UWSP Administrative Development Program

Re: **UWSP's Administrative Development Survey**

Please complete the attached Administrative Development Questionnaire--the first comprehensive survey ever done at UWSP on this critical topic. Through it you enable us to develop programs which meet the needs you feel are most important.

It will take you no more than 15 minutes to complete the survey, and we will hold in strict confidence all the information which you provide. Do not write your name anywhere on the questionnaire. It is numbered only to enable us to follow up in case someone does not return it.

Here's how to fill out the questionnaire. Give two answers to each question: With the first, indicate how much you already know about the specific subject; with the second, indicate how important it is to you to learn more about the subject for your work at UWSP (i.e., how often you use it, how much you need it, or how interested you are in it).

SAMPLE

	KNOWLEDGE			IMPORTANCE			
	HIGH	MED	LOW	HIGH	MED	LOW	
Making effective oral presentations	0	0	X	0	0	X	0 0 0 0

Make sure you complete all of the items in each category. Use the space at the end of each category to list any important items which I neglected to include. If you have any questions about the survey call me at x3568 or Vice Chancellor Buchen at x4686.

Please return the questionnaire to me in the enclosed envelope before Thanksgiving break, November 27, 1985.

Department of English • (715) 346-4757

University of Wisconsin-Stevens Point
ADMINISTRATIVE DEVELOPMENT SURVEY

Please indicate in what college or other division of the University of Wisconsin-Stevens Point you work.

O Academic Affairs

O Academic Support Programs

O Business Affairs

O Cabinet or Affirmative Action

O College of Fine Arts

O College of Letters and Science

O College of Natural Resources

O College of Professional Studies

O Graduate College

O Student Affairs

O University Relations

O Other:_____

After completing the rest of this questionnaire, please return it in the enclosed envelope to:
Dan Dieterich - English Dept. - Collins Classroom Center

	KNOWLEDGE			IMPORTANCE			
	HIGH	MED	LOW	HIGH	MED	LOW	
I. WRITING							
Writing effective reports	0 0	0 0	0	0 0	0 0	0	(1)
Writing effective proposals	0 0	0 0	0	0 0	0 0	0	(2)
Writing effective letters and memos	0 0	0 0	0	0 0	0 0	0	(3)
Writing well for publication	0 0	0 0	0	0 0	0 0	0	(4)
Preparing effective graphs, charts and tables	0 0	0 0	0	0 0	0 0	0	(5)
Writing well using microcomputers	0 0	0 0	0	0 0	0 0	0	(6)
Dictating efficiently	0 0	0 0	0	0 0	0 0	0	(7)
Helping others with their writing	0 0	0 0	0	0 0	0 0	0	(8)
Other:_____							
II. SPEAKING							
Making effective oral presentations	0 0	0 0	0	0 0	0 0	0	(9)
Conducting effective interviews	0 0	0 0	0	0 0	0 0	0	(10)
Using visual aids effectively in oral presentations	0 0	0 0	0	0 0	0 0	0	(11)
Other:_____							
III. LISTENING							
Understanding the complexities of listening	0 0	0 0	0	0 0	0 0	0	(12)
Recognizing barriers to listening	0 0	0 0	0	0 0	0 0	0	(13)
Using active listening techniques	0 0	0 0	0	0 0	0 0	0	(14)
Other:_____							

	KNOWLEDGE					IMPORTANCE					
	HIGH		MED		LOW	HIGH		MED		LOW	
IV. READING											
Reading with good comprehension	0	0	0	0	0	0	0	0	0	0	(15)
Reading quickly	0	0	0	0	0	0	0	0	0	0	(16)
Proofreading efficiently	0	0	0	0	0	0	0	0	0	0	(17)
Other:_____											
V. INTERPERSONAL SKILLS											
Being assertive in expressing and meeting your needs	0	0	0	0	0	0	0	0	0	0	(18)
Working well with others' personality styles	0	0	0	0	0	0	0	0	0	0	(19)
Being sensitive to the needs of employees/students	0	0	0	0	0	0	0	0	0	0	(20)
Responding well to complaints	0	0	0	0	0	0	0	0	0	0	(21)
Other:_____											
VI. SELF-DEVELOPMENT											
Setting goals to reach your objectives	0	0	0	0	0	0	0	0	0	0	(22)
Knowledge of services open to you at UWSP	0	0	0	0	0	0	0	0	0	0	(23)
Knowledge of education programs outside UWSP	0	0	0	0	0	0	0	0	0	0	(24)
Other:_____											
VII. MEETINGS											
Planning effective meetings	0	0	0	0	0	0	0	0	0	0	(25)
Conducting successful meetings	0	0	0	0	0	0	0	0	0	0	(26)
Other:_____											

	KNOWLEDGE					IMPORTANCE					
	HIGH		MED		LOW	HIGH		MED		LOW	
VIII. EDUCATION TECHNIQUES											
Determining needs of employees	0	0	0	0	0	0	0	0	0	0	(27)
Understanding the principles of learning	0	0	0	0	0	0	0	0	0	0	(28)
Using good teaching techniques	0	0	0	0	0	0	0	0	0	0	(29)
Using audio-visual equipment effectively	0	0	0	0	0	0	0	0	0	0	(30)
Evaluating employees' learning and abilities	0	0	0	0	0	0	0	0	0	0	(31)
Other:_____											
IX. TIME MANAGEMENT											
Deciding which tasks are most important	0	0	0	0	0	0	0	0	0	0	(32)
Using work space efficiently	0	0	0	0	0	0	0	0	0	0	(33)
Recognizing and controlling common time wasters	0	0	0	0	0	0	0	0	0	0	(34)
Other:_____											
X. STRESS MANAGEMENT											
Recognizing factors which contribute to stress	0	0	0	0	0	0	0	0	0	0	(35)
Knowing how to reduce stress levels	0	0	0	0	0	0	0	0	0	0	(36)
Knowing how to relieve pressure off the job	0	0	0	0	0	0	0	0	0	0	(37)
Other:_____											

	KNOWLEDGE					IMPORTANCE					
	HIGH		MED		LOW	HIGH		MED		LOW	
XI. BUDGETING											
Preparing budgets for your area	0	0	0	0	0	0	0	0	0	0	(38)
Using your budget to meet your objectives	0	0	0	0	0	0	0	0	0	0	(39)
Justifying budget requests	0	0	0	0	0	0	0	0	0	0	(40)
Other:_____											
XII. LEADERSHIP											
Knowing what constitutes effective leadership	0	0	0	0	0	0	0	0	0	0	(41)
Building your leadership skills	0	0	0	0	0	0	0	0	0	0	(42)
Other:_____											
XIII. MOTIVATION											
Understanding what motivates people to work effectively	0	0	0	0	0	0	0	0	0	0	(43)
Helping employees feel their work is important	0	0	0	0	0	0	0	0	0	0	(44)
Knowing how reward systems affect employees' work	0	0	0	0	0	0	0	0	0	0	(45)
Other:_____											
XIV. CAREER COUNSELING											
Assisting employees in planning careers	0	0	0	0	0	0	0	0	0	0	(46)
Recognizing the potential of employees	0	0	0	0	0	0	0	0	0	0	(47)
Being aware of employment opportunities	0	0	0	0	0	0	0	0	0	0	(48)
Other:_____											

	KNOWLEDGE					IMPORTANCE					
	HIGH		MED		LOW	HIGH		MED		LOW	
XV. DELEGATION											
Knowing how to delegate effectively	0	0	0	0	0	0	0	0	0	0	(49)
Knowing how to establish accountability for tasks	0	0	0	0	0	0	0	0	0	0	(50)
Efficiently monitoring assigned tasks	0	0	0	0	0	0	0	0	0	0	(51)
Having employees keep you informed on work progress	0	0	0	0	0	0	0	0	0	0	(52)
Other:_____											
XVI. STAFFING											
Understanding selection standards	0	0	0	0	0	0	0	0	0	0	(53)
Designing position descriptions	0	0	0	0	0	0	0	0	0	0	(54)
Preparing people to move into vacated jobs	0	0	0	0	0	0	0	0	0	0	(55)
Evaluating application information	0	0	0	0	0	0	0	0	0	0	(56)
Understanding Affirmative Action and Equal Employment Opportunity	0	0	0	0	0	0	0	0	0	0	(57)
Other:_____											
XVII. PRODUCTIVITY											
Developing measures of productivity	0	0	0	0	0	0	0	0	0	0	(58)
Understanding variables that affect productivity	0	0	0	0	0	0	0	0	0	0	(59)
Increasing employee productivity	0	0	0	0	0	0	0	0	0	0	(60)
Other:_____											

	KNOWLEDGE					IMPORTANCE					
	HIGH		MED		LOW	HIGH		MED		LOW	
XVIII. CONFLICT COUNSELING											
Resolving conflicts between employees	0	0	0	0	0	0	0	0	0	0	(61)
Using conflicts to best advantage	0	0	0	0	0	0	0	0	0	0	(62)
Dealing with employees' personal problems which affect work	0	0	0	0	0	0	0	0	0	0	(63)
Avoiding destructive conflicts	0	0	0	0	0	0	0	0	0	0	(64)
Dealing with sexual harassment complaints	0	0	0	0	0	0	0	0	0	0	(65)
Dealing with employee relations complaints	0	0	0	0	0	0	0	0	0	0	(66)
Other:_____											
XIX. DECISION MAKING/PROBLEM SOLVING											
Determining the causes of problems	0	0	0	0	0	0	0	0	0	0	(67)
Selecting and testing alternative solutions	0	0	0	0	0	0	0	0	0	0	(68)
Implementing the selected solution	0	0	0	0	0	0	0	0	0	0	(69)
Knowing how economic, legal and political factors affect your decisions	0	0	0	0	0	0	0	0	0	0	(70)
Choosing control methods that give you timely information	0	0	0	0	0	0	0	0	0	0	(71)
Other:_____											

	KNOWLEDGE					IMPORTANCE					
	HIGH		MED		LOW	HIGH		MED		LOW	
XX. TEAM BUILDING											
How team building helps meet objectives	0	0	0	0	0	0	0	0	0	0	(72)
Coordinating team make-up	0	0	0	0	0	0	0	0	0	0	(73)
Building teams across various functions	0	0	0	0	0	0	0	0	0	0	(74)
Understanding the behavior of groups	0	0	0	0	0	0	0	0	0	0	(75)
Other:_____											
XXI. OBJECTIVES											
Deciding on appropriate objectives	0	0	0	0	0	0	0	0	0	0	(76)
Writing effective objectives	0	0	0	0	0	0	0	0	0	0	(77)
Selecting alternatives to meet objectives	0	0	0	0	0	0	0	0	0	0	(78)
Establishing control mechanisms (budgets, reports, etc.)	0	0	0	0	0	0	0	0	0	0	(79)
Monitoring control mechanisms	0	0	0	0	0	0	0	0	0	0	(80)
Planning resources to meet objectives	0	0	0	0	0	0	0	0	0	0	(81)
Other:_____											
XXII. ADMINISTRATIVE ROLE											
Understanding the scope of your administrative responsibility	0	0	0	0	0	0	0	0	0	0	(82)
Knowing how your unit fits into the UWSP operation	0	0	0	0	0	0	0	0	0	0	(83)
Knowing how to initiate needed change	0	0	0	0	0	0	0	0	0	0	(84)

	KNOWLEDGE					IMPORTANCE					
	HIGH		MED		LOW	HIGH		MED		LOW	
Knowing your role as a developer of employees	0	0	0	0	0	0	0	0	0	0	(85)
Fitting your management philosophy into that of UWSP.	0	0	0	0	0	0	0	0	0	0	(86)
Choosing the correct means to communicate with employees	0	0	0	0	0	0	0	0	0	0	(87)
Understanding how to use personnel forms	0	0	0	0	0	0	0	0	0	0	(88)
Understanding UWSP policies regarding personnel practices	0	0	0	0	0	0	0	0	0	0	(89)

Other:_____

SAMPLE SURVEY RESPONSE FREQUENCIES

Dear ERIC User:

Since the SPSS computer printout of the survey response frequencies amounted to several hundred pages of text, and since I felt that this would be of little use to you, I have provided samples of only a few pages of the printout. From this you can see the range of statistical information available to you on the printout, should you want to use it, and the form in which that information may be made available to you.

- Dan Dieterich

INTRODUCTION

The computer printout which follows is divided into two sections.

Section One

In section one you will find one page for each of the 89 topics' Knowledge score frequencies and one page for each of the 89 topics' Importance score frequencies. Pages listing Knowledge score frequencies carry a heading with a number between "V001" and "V089" and the topic statement preceded by a "K:". Pages listing Importance score frequencies carry a heading with a number between "V101" and "V189" and the topic statement preceded by an "I:". For each topic, the page with the Knowledge score frequencies is followed by the page with the Importance score frequencies, and the topics are arranged in the same order they appeared in the questionnaire.

In the middle of each page, the number of scores from Low to High (1 to 5) is graphed on a horizontal bar chart, and the number of respondents for each of these appears in parentheses beside each bar.

At the bottom of each page appears a listing of statistical data (mean, mode, standard error, standard deviation, median, etc.) and a listing both of the number of respondents who answered this question and the number of respondents who failed to answer it.

Section Two

This part of the printout lists only the mean score, standard deviation, number of valid cases, and number of missing cases for responses on Knowledge and Importance for each of the topics. However, it follows this information on each topic with a printout of the differences between the Knowledge and Information scores on each topic.

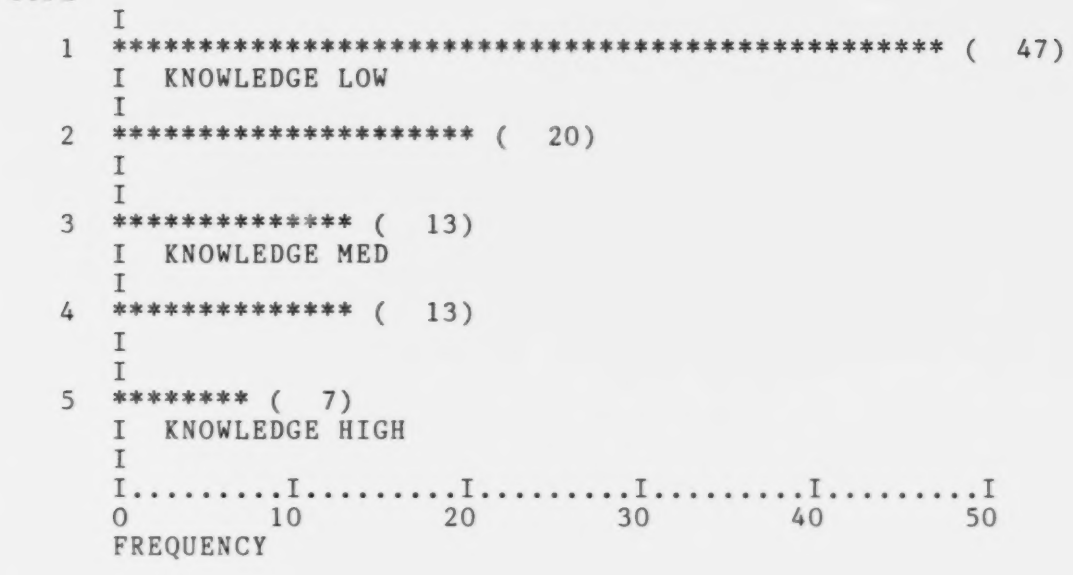
For each of the 89 topics, then, there are three sets of information: one identified with a number between V001 and V089, one with a number between V101 and 189, and one with a number between D001 and D089. These three sets of information on each topic are separated by dotted lines.

Of principle concern is the difference in mean scores between Knowledge and Importance, which are listed in the sections numbered D001 through D089. As I noted on page 9 of the report, the program obtained this score **not** simply by subtracting the mean Knowledge score from the mean Importance score. Rather, it subtracted each respondent's Knowledge score from her or his Importance score for each topic, and then computed the mean of the resulting scores.

[SAMPLE KNOWLEDGE PAGE - SECTION 1]

ADMINISTRATIVE DEVELOPMENT SURVEY - UWSP PAGE 30
FREQUENCIES FOR ANSWERS ABOUT WRITING
01/02/86 FILE - ADMINDEV - CREATED 01/02/86

V006 K: WRITING USING MICROCOMPUTERS



MEAN	2.130	STD ERR	0.132	MEDIAN	1.650
MODE	1.000	STD DEV	1.323	VARIANCE	1.751
KURTOSIS	-0.579	SKEWNESS	0.851	RANGE	4.000
MINIMUM	1.000	MAXIMUM	5.000		
VALID CASES	100	MISSING CASES	3		

[SAMPLE IMPORTANCE PAGE - SECTION 1]

```
ADMINISTRATIVE DEVELOPMENT SURVEY - UWSP                    PAGE 31
FREQUENCIES FOR ANSWERS ABOUT WRITING
01/02/86        FILE - ADMINDEV - CREATED 01/02/86


V106      I: WRITING USING MICROCOMPUTERS


     CODE
          I
        1 ***********(  10)
          I  IMPORTANCE LOW
          I
        2 *****************(  16)
          I
          I
        3 ******************************(  29)
          I  IMPORTANCE MED
          I
        4 ************************(  22)
          I
          I
        5 **********************(  20)
          I  IMPORTANCE HIGH
          I
          I.........I.........I.........I.........I.........I
          0         10        20        30        40        50
          FREQUENCY


MEAN             3.268     STD ERR        0.127     MEDIAN      3.276
MODE             3.000     STD DEV        1.254     VARIANCE    1.573
KURTOSIS        -0.890     SKEWNESS      -0.201     RANGE       4.000
MINIMUM          1.000     MAXIMUM        5.000

VALID CASES         97     MISSING CASES      6
```

[SAMPLE PAGE - SECTION 2]

ADMINISTRATIVE DEVELOPMENT SURVEY - UWSP
FREQUENCIES FOR ANSWERS ABOUT WRITING
FILE ADMINDEV (CREATION DATE = 01/02/86)

V006 K: WRITING USING MICROCOMPUTERS

MEAN 2.130 STD DEV 1.323

VALID CASES 100 MISSING CASES 3

V106 I: WRITING USING MICROCOMPUTERS

MEAN 3.268 STD DEV 1.254

VALID CASES 98 MISSING CASES 6

D006 DIFF. BETWEEN V106 AND V006

MEAN 1.155 STD DEV 1.502

VALID CASES 97 MISSING CASES 6

V007 K: DICTATING EFFICIENTLY

MEAN 2.431 STD DEV 1.278

VALID CASES 102 MISSING CASES 1

V107 I: DICTATING EFFICIENTLY

MEAN 2.529 STD DEV 1.398

VALID CASES 102 MISSING CASES 1

D007 DIFF. BETWEEN V107 AND 007

MEAN 0.098 STD DEV 1.519

VALID CASES 102 MISSING CASES 1

V008 K: HELPING OTHERS WITH WRITING

MEAN 2.873 STD DEV 1.224

VALID CASES 102 MISSING CASES 1